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ABSTRACT

Provided is a report on the Science and Mathematics Education Improvement Act (H.R. 7130). The bill establishes a broad range of programs to: (1) expand and stimulate the engineering, scientific, and technical workforce; (2) strengthen elementary/secondary programs in mathematics, science, and foreign languages; and (3) increase teacher supply and qualifications in mathematics and science. The report includes a summary of the bill, legislative consideration, background and need for the legislation, provisions of the bill, cost estimate of the Congressional Budget Office, statements related to oversight and inflationary impact, a section-by-section analysis of those sections amended or added by the Committee on Education and Labor, and a statement indicating no changes in existing law made by the bill, as reported. (JN)

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97TH CONGRESS } HOUSE OF REPRESENTATIVES { REPT. 97-
2d Session } { 933 Part 2

ED230426

SCIENCE AND MATHEMATICS EDUCATION IMPROVEMENT ACT

DECEMBER 3, 1982.—Committed to the Committee of the Whole House on the State of the Union and ordered to be printed

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Mr. PERKINS, from the Committee on Education and Labor, submitted the following

REPORT

[To accompany H.R. 7130]

[Including cost estimate of the Congressional Budget Office]

The Committee on Education and Labor, to whom was referred the bill (H.R. 7130) to provide a national policy for engineering, technical, and scientific manpower, to provide for cost-sharing by the private sector in training such manpower, to create a national Coordinating Council on Engineering and Scientific Manpower, and for other purposes, having considered the same, report favorably thereon with an amendment and recommend that the bill as amended do pass.

The amendment strikes out all after the enacting clause of the bill and inserts a new text which appears in italic type in the reported bill.

SUMMARY OF THE BILL

H.R. 7130 was introduced on September 16, 1982, by three members of the Committee on Science and Technology and referred to that Committee. The bill, as introduced, was comprised of provisions from several earlier bills, including a bill jointly referred to the Committee on Education and Labor and the Committee on Science and Technology. The Science and Technology Committee marked up H.R. 7130 and ordered it reported on September 22nd.

Because the bill affects educational programs, institutions and agencies, H.R. 7130 was subsequently referred to the Committee on Education and Labor on October 20th, for a period no later than December 3rd. The Committee amended and ordered the bill reported on November 30th.

H.R. 7130, as amended by the Committee on Education and Labor, establishes a broad range of programs to expand and stimulate the

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engineering, scientific, and technical workforce; to strengthen elementary and secondary programs in mathematics, science, and foreign languages; and to increase teacher supply and qualifications in mathematics and science.

The bill contains several sections developed by the Committee on Science and Technology. H.R. 7130 establishes a Coordinating Council on Engineering and Scientific Manpower to make policy and program recommendations related to workforce needs. The bill creates a fund within the National Science Foundation to promote the quality of technical, scientific and engineering personnel.

Other sections contributed by the Science and Technology Committee establish specific programs to be administered by the National Science Foundation, including programs for: modernization of higher education instructional equipment, young faculty research awards, and upgrading of research, equipment, facilities, and personnel in universities.

The Committee on Education and Labor modified several provisions of the bill. One important modification sets up a program of grants to State boards of vocational education and community colleges to train technicians in electronic and computer fields.

The Committee also added a new title, aimed at addressing the needs of elementary and secondary schools for quality mathematics and science programs and teachers. The new title authorizes grants to State and local educational agencies for programs to upgrade mathematics, science, foreign languages and technology education at the elementary and secondary level and to provide teacher training, institutes, curriculum development, and model projects in these areas.

LEGISLATIVE CONSIDERATION

H.R. 7130 was introduced by Representatives Fuqua, Walgren and Heckler on September 16, 1982 and referred to the Science and Technology Committee. The bill, which incorporates provisions of several bills introduced earlier, was reported from the Committee on Science and Technology on September 22, 1982.

On October 20, the bill was subsequently referred to the Committee on Education and Labor for a period ending not later than December 3rd. This Committee marked up H.R. 7130 on November 30th and ordered it reported by unanimous voice vote with an amendment in the nature of a substitute.

In considering this bill expeditiously before the December 3rd deadline, the Committee took into account the findings of five days of hearings conducted this year by the Subcommittee on Elementary, Secondary, and Vocational Education, the Subcommittee on Postsecondary Education and the Subcommittee on Select Education on mathematics and science education, educational technology, and high technology vocational education.

BACKGROUND AND NEED FOR THE LEGISLATION

Our Nation presently faces a severe crisis in the areas of mathematics, science, foreign languages and technology education. This crisis is evidenced by a decline in student achievement, a drop in the num-

ber of students studying advanced science and mathematics subjects, a shortage of teachers in these areas, and deficiences in the number of skilled technicians and high level scientific personnel.

These problems threaten to compromise America's stature in the international marketplace, weaken our industrial base, and undermine our national defense.

Testimony from September Subcommittee hearings delineated the scope and nature of the problem in graphic terms:

Science achievement scores from three national assessments (1969, 1973 and 1977) have steadily declined;

Most 17-year olds demonstrated a lack of even the most basic mathematical problem-solving skills on a national assessment;

One half of all high school graduates in the United States take no mathematics or science beyond the 10th grade;

In 1981, 43 States reported a shortage of qualified mathematic teachers; 42 reported shortages of physics teachers and 38 of chemistry teachers;

Over 50 percent of newly-hired secondary science and mathematic teachers are unqualified to teach these subjects, according to a National Science Teachers Association survey;

The proportion of secondary students taking foreign languages dropped from one-fourth in the mid-1960's to 15 percent in the 1970's;

The demand for electrical and computer engineers in U.S. electronics industry is expected to exceed supply by almost 40 percent by 1985.

The crisis depicted by these statistics is not unlike the situation our country faced in 1957, when the Soviets' Sputnik launch brought to a head concerns over mathematics, science, foreign language and technical preparation. In that era, Congress enacted the National Defense Education Act of 1958.

The Committee on Education and Labor has maintained an abiding interest in this area, beginning with its consideration of the National Defense Education Act. The Committee continued to exercise oversight and legislative responsibility for mathematics, science and technical education during the years of enactment and expansion of the Elementary and Secondary Education Act and the Vocational Education Act. The Committee had budget responsibility for the Pre-College Science Teacher Training program under the National Science Foundation and presently has jurisdiction over the Education Consolidation and Improvement Act, into which the pre-college science program was folded.

Most recently, the Committee has examined the problems in these areas and considered possible solutions during hearings by the three education Subcommittees. On April 16th, the Subcommittee on Elementary, Secondary, and Vocational Education conducted a hearing on Congressman George Miller's bill, H.R. 5820, for computer and electronic technician training. On September 14th, the Subcommittee on Elementary, Secondary, and Vocational Education and the Subcommittee on Select Education conducted a joint oversight hearing on educational technology. On September 28th, 29th and 30th, the Subcommittee on Elementary, Secondary, and Vocational Education, joined by the Subcommittee on Postsecondary Education on the 29th,

conducted hearings on mathematics and science education. These hearings encompassed several bills pending before the Subcommittee relating to mathematics and science, including H.R. 6674, H.R. 7135, and H.R. 6775.

The Committee's amendments to H.R. 7130 are based on findings from these hearings and experience with educational grant programs.

Given the state of elementary and secondary student and teacher preparation in mathematics, science and related areas, the Committee feels it is necessary to add a program of direct grants to State educational agencies and local school districts. The Committee believes that a scattershot of small, discretionary programs will not adequately address the problems; rather, a comprehensive approach is required.

For several reasons, the Committee strongly feels that the Department of Education is better equipped than the National Science Foundation to administer most programs of grants to educational institutions at all levels, and, therefore, vests the Education Department with responsibility for the vocational high technology training program and with the new title of grants to elementary and secondary educational agencies.

First, the Department has had much experience in dealing with educational agencies and institutions and has long-standing relationships with these institutions. Second, this approach will enable the Department of Education to better coordinate these programs with ongoing elementary, secondary, postsecondary and vocational education programs. Third, as evidenced by its budget, where less than 3 percent of the funds go to educational activities, the National Science Foundation's primary role is research-oriented. The Committee does not wish to suggest that the National Science Foundation should have no role in educational activities. However, the Committee feels the aforementioned types of grant programs are best housed within the Department.

The Committee also wishes to register its distress with the short time limit placed on its consideration of H.R. 7130. Due to the Congressional schedule, the Committee was, in effect, given five days to review, study, discuss and consider its course of action, and discharge its duty. We have complied with these restrictions only through very concerted efforts, and we feel this sort of limitation is ill-advised, particularly for complex issues such as those addressed by H.R. 7130.

PROVISIONS OF THE BILL

The Education and Labor Committee bill makes several changes in H.R. 7130 as reported from the Science and Technology Committee.

First, the Education and Labor Committee adopted an amendment to eliminate section 3(b) of the bill as introduced. This section gave every Federal department and agency authority to pursue programs and activities for the training and education of technical and engineering personnel. The Committee is concerned that such an open-ended authority, without specification of the types of programs, the source of funding, or the eligible grantees, is an unwise delegation of Congressional authority to the Executive branch.

Second, the Committee accepted an amendment revising the mem-

bership of the Coordinating Council on Engineering and Scientific Manpower. Under the original bill, the seven member council was to be appointed by the President, with four members to come from the private sector.

The Committee amendment designates a nine member Coordinating Council to consist of the Secretary of Education, the Director of the National Science Foundation, the Director of the Office of Science and Technology Policy in the Executive Office of the President, the Director of the Office of Technology Assessment, one member each to be appointed by the Majority Leader of the Senate and the Speaker of the House and three members to be appointed by the President.

The Committee was concerned that under the original provision, the President could appoint all members of the Council without consideration of key Federal officials, nor the participation of Congress. This amendment, by designating specific members of the Council, recognizes the prime jurisdiction of certain Federal departments, agencies and offices and also allows for the appointment of five members through the Speaker of the House (one member), Senate Majority Leader (one member) and President (three members). As science and technology policy and programs must go through both the Administrative and Legislative branches of government, it is imperative that both branches be represented in the Coordinating Council.

Third, the Committee bill substitutes the National Science Foundation's high technology training program in section 109 of the bill (formerly section 9) with a discretionary grant program administered by the Department of Education. The program, as amended, authorizes grants to State boards of vocational education and community colleges for technician training programs in the electronic and computer fields. In awarding grants, the Secretary of Education is to consider such factors as demand for skilled personnel, adequacy of other training opportunities, level of industry participation, and probability of trainees successfully completing programs. The Federal share for such grants is limited to 25 percent of the program's budget; of the remaining cost, 25 percent must come from industry and 25 percent from non-Federal public vocational education funds.

Section 9 of the original bill authorized grants to community colleges only for training in "strategic high technology fields." Further, the original bill gave priority for grants only to areas with a high concentration of high-technology industries and did not specify a proportion for industry matching funds. The Committee believes the revised section 109 will better coordinate with existing vocational education and employment and training programs and will allow funds to be directed to the most appropriate vocational educational institutions.

A fourth Committee amendment modifies the young investigators awards program in section 110 (formerly section 10) of the bill to insure that the Director of the National Science Foundation, in selecting award recipients, gives special consideration to individuals who are unrepresented or underrepresented in the sciences and engineering. The Committee is particularly concerned about the underrepresentation of women and minorities in these fields and wishes to encourage women and minorities to undertake mathematics, science and engineering careers.

Fifth, the Committee version amends the university research facilities and manpower improvement program in section 111 (formerly section 12) to emphasize that consideration be given to institutions which do not normally compete for these contracts, such as small colleges and universities and minority institutions. The original bill provided for Federal agencies making grants of over $100 million in basic research universities, which currently have many grants and contracts, in conjunction with and in addition to agency grant or contract awards. The original bill contained no provision for colleges and universities which normally do not compete for these grants and contracts because of equipment or facilities problems to receive consideration for initial grants. Under the original bill, it seemed likely that large research universities, which currently have many grants and contracts, would receive the additional funding, without a specific provision in this bill to consider smaller colleges and universities and minority institutions. Those institutions which have normally been unable to complete and which are most in need of upgraded equipment and facilities would otherwise be the least likely to receive the necessary upgrading.

A sixth Committee amendment adds the House Committee on Education and Labor and the Senate Committee on Labor and Human Resources to the lists of Congressional Committees in section 111 that are to receive guidelines, plans and reports from the National Science Foundation relative to the research facilities program. This amendment is necessary to ensure these Committees a proper jurisdictional and oversight role in those programs involving higher education institutions.

Seventh, the Committee version eliminates section 11 of the original bill, the program to improve the qualifications and retention of precollege science and mathematic teachers and also eliminates the authorization for this section of $10 million for fiscal year 1983, $20 million for fiscal years 1984 and 1985, and $30 million for fiscal years 1986 and 1987. This section is deleted because teacher training is addressed in the new title for elementary and secondary programs.

Eighth, the Committee bill adds a new title to H.R. 7130 for grants to State and local educational agencies for programs to improve the quality of mathematics, science, foreign languages and technology education at the elementary and secondary level and to provide teacher training and institutes in mathematics and science. Funds would be distributed to local educational agencies on the basis of a formula that multiplies the number of children in average daily attendance times 2 percent of the State or national average per pupil expenditure, whichever is higher. The total authorization is limited, however, to $100 per pupil.

To receive funds, a local school district must develop a program to assess student achievement, improve instruction in mathematics, science, foreign languages, and technology. Participating school districts must also establish goals for the programs, evaluate progress toward these goals each year, provide inservice training for teachers, and involve the community, industry and business, teachers, parents, and administrators in program development. Local educational agencies that can show substantial evidence of meeting their yearly goals will receive an additional 2 percent payment under the same formula.

School districts with high numbers or concentrations of low-income children (as determined by section 117 of title I of the Elementary and Secondary Education Act) are eligible for an additional grant.

The additional grants are to be allocated on the basis of the number of poor children counted under the title 1 basic grant formula.

Up to 5 percent of the total amount appropriated for this title is reserved for State programs and planning. State educational agencies are eligible to receive grants based on their numbers of children aged 5 through 17, if they develop a State plan. States may use funds for teacher training institutes in science and mathematics, curriculum development, pilot programs, evaluation of technological hardware and software, technical assistance to local school districts, programs to involve business and industry, information dissemination and other activities. With their funds, State educational agencies may make grants and contracts with local educational agencies, institutions of higher education, and public and private non-profit agencies. State educational agencies are also charged with reviewing and, if necessary, commenting on local plans developed for this title.

The State and local educational agencies must provide for the participation of private school children in programs under this title. There is a 90-percent maintenance of effort requirement for State and local educational agencies, and the Committee intends determinations of maintenance of effort to be made in the same way as under Chapter 2 of the Education Consolidation and Improvement Act.

The Department of Education is responsible for administering the Title II programs.

H.R. 7130 authorizes such sums as may be necessary for each of the fiscal years 1984, 1985, 1986 and 1987 for programs under this title. The bill contains a separate authorization of such sums for the same fiscal years for the extra grants to school districts with high concentrations of poor children.

OVERSIGHT

No findings or recommendations concerning oversight of the program authorized by this bill have been received by the Committee from the Committee on Government Operations. The insight gained from the ongoing hearings conducted at the Subcommittee level on vocational education, elementary and secondary education and post-secondary programs under the Committee's jurisdiction was brought to bear on its consideration of this legislation.

COST ESTIMATE

The Congressional Budget Office has provided the following estimates of the costs which will be involved in implementing this legislation. The Committee concurs in these estimates and adopts them in compliance with clause 7 of rule XIII. No cost estimates have been received from any other Federal departments or agencies.

The Congressional Budget Office letter follows:

U.S. CONGRESS,
CONGRESSIONAL BUDGET OFFICE,
Washington, D.C., December 3, 1982.

Hon. CARL D. PERKINS,
Chairman, Committee on Education and Labor,
U.S. House of Representatives, Washington, D.C.

DEAR MR. CHAIRMAN: Pursuant to Section 403 of the Congressional Budget Act of 1974, the Congressional Budget Office has prepared the

attached cost estimate for H.R. 7130, the National Engineering and Science Manpower Act of 1982 and the Science and Mathematics Education Improvement Act, as ordered reported by the House Committee on Education and Labor, November 30, 1982.

Should the Committee so desire, we would be pleased to provide further details on this estimate.

Sincerely,

RAYMOND C. SCHEPPACH
(For Alice M. Rivlin, Director).

CONGRESSIONAL BUDGET OFFICE—COST ESTIMATE

1. Bill number: H.R. 7130.

2. Bill title: National Engineering and Science Manpower Act of 1982 and the Science and Mathematics Education Improvement Act.

3. Bill status: As ordered reported by the House Committee on Education and Labor, November 30, 1982.

4. Bill purpose:

Title I.—Title I of H.R. 7130 establishes a national policy for engineering, technical, and scientific manpower, a means for cost-sharing by the private sector, and a nine member Coordinating Council on Engineering and Science Manpower.

A fund is established within the National Science Foundation (NSF) to promote and develop the quality of United States technical, engineering, and scientific manpower resources. The NSF is authorized to award grants for research, fellowships, and other activities considered necessary by the Council. Also established within the NSF is a program for the modernization of equipment and facilities used for postsecondary education in the technical and scientific areas, and a program intended to support and encourage young scientists.

The Secretary of Education is authorized to make vocational education grants to state boards of education and accredited two-year community colleges to train individuals in the field of electronics and computer technology. To secure a grant, the state and local governments must obtain at least 25 percent of its projected budget for training in the fields of electronic and computer technology from the electronics and computer industry and at least 25 percent from non-federal public vocational educations funds.

Section 111 of Title I creates a program which awards grants for university research and manpower improvement. Any federal agency with obligations for basic research in excess of $100 million is authorized to make grants. Agency participation will be based on guidelines established by NSF that must be submitted to the Congress prior to the submission of the federal budget for fiscal year 1984.

Title II.—Title II establishes grants to local education authorities (LEAs) for the purpose of improving the quality of instruction in schools in the fields of mathematics, the sciences, the communication skills, foreign languages, technology, as well as for improving guidance counseling.

The basic grants to LEAs are to establish programs for improving the quality of instruction and are authorized beginning in fiscal year 1984. The amount of the grant is tied to a formula which is basically two percent of the average per pupil expenditure (APPE) for chil-

dren in average daily attendance (ADA). There are supplemental grants to LEAs authorized beginning in 1985. The LEAs eligibility for this additional grant is based on the actual establishment of such a program for improving the quality of instruction. The amount of this grant is an additional two percent of the APPE for children in ADA. However, these two grants are limited to a maximum of $100 per child in ADA. An additional concentration grant is authorized for LEAs with high concentrations of poor children as defined under the Elementary and Secondary Education Act of 1965. The amount of these grants are unlimited.

All the new grant programs under Title II were authorized at such sums as may be necessary and are subject to subsequent appropriations action.

5. Estimated cost to the Federal Government:

[By fiscal years, in millions of dollars]

	1983	1984	1985	1986	1987
TITLE I					
Function 250 (NSF):					
Estimated authorization level	36	71	71	81	81
Estimated outlays	4	25	53	69	81
Function 500 (education):					
Estimated authorization level	5	10	10	15	15
Estimated outlays	1	4	8	11	15
Total title I:					
Total estimated authorization	41	81	81	96	96
Estimated outlays	5	29	61	80	96
TITLE II					
Function 500 (education)—Estimated authorization level:					
Basic grants		1, 780	1, 830	1, 835	1, 845
Supplemental grants			1, 830	1, 835	1, 845
Concentration grants		310	320	330	340
Total title II:					
Total estimated authorization		2, 090	3, 980	4, 000	3, 975
Estimated outlays		145	1, 940	3, 580	4, 030
Bill total:					
Estimated authorization level	41	2, 171	4, 061	4, 096	4, 126
Estimated outlays	5	174	2, 001	3, 660	4, 071

The above estimate does not include the potential cost of the title I section 111 grant program because no specific amounts are authorized and the extent of the program is not specified in the bill.

The costs of this bill fall within budget functions 250 and 500.

Basis of Estimate:

Title I.—It was assumed for the purposes of this estimate that the bill would become effective early in fiscal year 1983, and that all sums authorized would be appropriated.

The bill authorizes in title I the appropriation of $41 million in 1983 of which $40 million would be for various grant programs created by this bill and $1 million would be for the Council and section 111 activity. The bill also authorizes $80 million in each of the fiscal years 1984 and 1985, and $95 million for each of the fiscal years 1986 and 1987 for grants. The bill authorizes such sums as may be necessary for 1984 and beyond for the Council and other activities. The CBO esti-

mates that the necessary expenses for the Council's activities will not significantly exceed the $1 million authorized in 1983.

The such sums as may be necessary authorization also covers the grant program established in section 111. The authorization level is dependent on the plan submitted by the NSF, outlining the extent of grant activity undertaken by Federal agencies, and therefore cannot be reasonably estimated.

The estimated outlays for the title I are based on spending patterns experienced by similar NSF grant programs and vocational education programs.

Title II.—The grants authorized under title II are 100 percent Federal funds; it is assumed, therefore, that all LEAs would participate. In 1984, there are estimated by the National Center for Education Statistics (NCES) to be a total of 36.7 million students in ADA in public elementary and secondary schools. Under the established formula for the basic grant, the estimated maximum grant level based on the estimated APPE is $48 per child in ADA. Under the stated formulas, in 1985 and in the outyears, the $100 per child in ADA is the maximum amount authorized for the combination of basic and supplemental grants. The ADA is projected by NCES to decline marginally in 1985 to 36.6 million then to rise gradually over the next 2 years. Total cost of these programs is expected to be $1.8 billion in 1984 growing to $3.7 billion by 1987.

The concentration grants are targeted to LEAs with high concentration of poor children as defined in sections 117 and 11(c) under title I of the Elementary and Secondary Education Act of 1965. Based on Congressional Research Service estimates, there would be approximately 6.4 million eligible children in ADA in these LEAs in 1984. The amount of these concentration grants are unlimited. For the purpose of this estimate the level of these grants are assumed to be an additional 2 percent of the APPE for each eligible child in ADA. The cost of these grants are estimated to be $310 million in 1984, growing to $340 million by 1987.

Estimated outlays reflect the current elementary and secondary education grant spending rates of 7 percent the first year, 85 percent the second year and the remainder in the third year.

6. Estimated cost to State and local governments: The vocational education grants authorized under title I requires State and local governments to fund an amount equal to the Federal contribution. In 1984, therefore, State and local governments must spend at least $10 million to utilize the full Federal grant. State and local governments, however, currently spend over $6 billion on vocational education programs. This estimate assumes that State and local governments could meet the matching requirement in this bill without increasing their own expenditures.

Title II would make Federal funds available to local government education authorities to improve the quality of instruction in the fields of mathematics, the sciences, the communication skills, foreign language, technology, and for other purposes. To the extent that local governments could substitute Federal funds authorized, local savings might be possible. There is no way to estimate the magnitude of these potential savings.

7. Estimate comparison: None.

8. Previous CBO estimate: The CBO prepared on September 28, 1982, an estimate of H.R. 7130 as ordered reported by the House Committee on Science and Technology. This version of the bill authorized the appropriation of $51 million in 1983, $101 million in 1984 and 1985, and $126 million in 1986 and 1987, for programs intended to promote and develop the quality of technical, scientific and engineering manpower resources, all programs similar to those authorized in title I of this bill. The Science Committee bill has no section comparable to title II.

9. Estimate prepared by: Jeff Nitta, and Deborah Kalcevic.

10. Estimate approved by:

JAMES L. BLUM,
Assistant Director for Budget Analysis.

INFLATIONARY IMPACT

The Committee estimates that the inflationary impact of this legislation will not be significant. Rather, the programs in this bill will have a positive effect on our national economy by augmenting the supply of skilled workers and enhancing our competitiveness in world markets through scientific and technical education.

SECTION-BY-SECTION ANALYSIS

This section-by-section analysis discusses only those sections of the legislation amended or added by the Committee on Education and Labor. Other sections of the bill are discussed in the report on this bill by the Committee on Science and Technology.

Title I

Section 104 establishes a nine-member coordinating council consisting of heads of four Federal departments and offices, two Congressionally appointed members, and three Presidential appointees.

Section 109 authorizes grants from the Secretary of Education to State boards of vocational education and community colleges for electronic and computer technician training programs.

Section 110 establishes a special program within the National Science Foundation to support young untenured but promising scientific university faculty, with special consideration to individuals underrepresented in these disciplines.

Section 111 creates a program within the National Science Foundation to promote improvement of university research facilities and science and technical personnel. Consideration is to be given to small colleges and universities and minority institutions. The Director of the National Science Foundation shall submit guidelines, plans, and reports for this program to key Congressional Committees, including the House Committee on Education and Labor and the Senate Committee on Labor and Human Resources.

Title II

Section 201 states the short title of the bill, "Science and Mathematics Education Improvement Act" and the purpose of this title, to authorize a national program of incentives to State and local educational agencies to improve mathematics, science, foreign languages, and technology.

Section 211 specifies the assurances that must be contained in local educational agencies' grant applications for this title.

Section 212 establishes a formula for local educational agency grants which takes into account the number of students and average per pupil expenditures. Authorizes additional grants to local educational agencies that substantially meet their goals and local educational agencies with high concentrations of poor children.

Section 213 contains the provisions for local educational agency programs, including requirements for assessment of achievement, locally-developed plans and goals, and inservice teacher training.

Section 221 requires State educational agencies desiring funds to develop a State plan containing certain assurance for programmatic and fiscal accountability.

Section 222 allocates funds to States for State program on the basis of the number of children aged 5 through 17. Enumerates uses of State educational agency funds, including teacher training institutes, curriculum development and pilot programs.

Section 223 requires State educational agencies to review local educational agency plans.

Section 231 charges the Department of Education with administering the title II programs.

Section 232 describes the provisions for participation of private school children in programs under this title.

Section 233 authorizes such sums as may be necessary for each of the fiscal years 1984, 1985, 1986 and 1987 for this title. Reserves 5 percent of the total appropriation for State programs.

Section 234 contains the definitions for this title.

CHANGES IN EXISTING LAW MADE BY THE BILL AS REPORTED

In compliance with clause 3 of Rule XIII of the Rules of the House of Representatives, no changes in existing law are made by the bill, as reported.